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ABSTRACT

The Collaboration Model Project Council, at the University of Florida, represents an attempt to establish interinstitutional collaboration among (1) a university and two community colleges, (2) three county public school systems, (3) the teachers' associations of three counties, (4) community parents and citizens of three counties, and (5) college students involved in teacher preparation. The purpose of the council is to provide input into decisions made concerning inservice teacher education and staff development. A systematic observational study of the council was undertaken to analyze its operations. Findings revealed that the tempo of the meetings was controlled by the project director, and that patterns of interaction developed among members of the council. These patterns represented regularized exchanges of verbal behavior, sequencing of activity, and the use of space. Leadership of the council was also found in the project director. Next in line were three or four council members who tended to take prominent roles in discussion and decision making. In conjunction with its more general interaction patterns, informal groups made up of those members who interacted regularly apart from the formal setting, formed within the council. It is through these structures and behavior patterns that individual members taught themselves how to fit into the operation of the council. (RC)

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STRUCTURE AND PROCESS IN COLLABORATION: FLORIDA'S COLLABORATIVE MODEL PROJECT AS A CASE STUDY

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May, 1975

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INTRODUCTION:

This paper reports the findings of a systematic observational study of the Collaborative Model Project Council, at the University of Florida. In addition to a general description of the Collaborative Model Council, it will also analyze the operations of the Council around three areas of investigation: the development of a communication network, leadership, and informal group behavior. In analyzing these problem areas the research literature on small group behavior will be used in order to provide a framework for interpretation and analysis.[1] Finally, some general concluding comments will be made along with some suggestions concerning possible points of focus and methods for additional observation which might be done in the future.

This report is not intended to yield any new knowledge in the field of small group research, but, hopefully, it will be of help to those attempting to understand and work with collaborative groups. I have chosen to deal with several problems and the nature of the relationship between them rather than to select one specific area for investigation. Two reasons justify this approach: the type of data collected and the use to which the data and this report will be put.

Rather than beginning with a statement of the methodological approaches used in observing the Council, I have chosen to discuss methodological points within the context of the various sections to which they are relevant. Hopefully, this will make clearer the nature of the correlation between types of questions

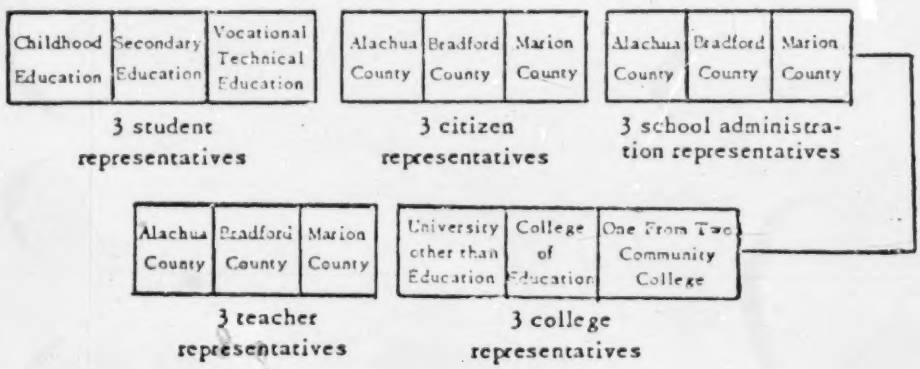
asked, methodologies used, and the results gained from research,[2] as well as provide for smoother reading. Let's first turn to a general description of the formal organization of the Collaborative Model Project, its Council and staff.

FORMAL ORGANIZATION:

The University of Florida's Collaborative Model Project was established in July, 1971. Even though it is the first project of this kind in Florida, it is a part of a larger movement toward interinstitutional cooperation in teacher education.[3] Its similarity or connection with other projects of its type will not be a point of concern here, but it should be recognized that this project, although new, is not unique. For there is a growing concern in many localities and states throughout the nation that decisions about teachers and their training should be made within a forum which allows input on a parity basis from representatives of those groups affected by such decisions, and it is within this framework that the formal organization of the project and its Council can be understood.

The stated aim of the project is found in its brochure. According to this document the project represents an attempt to establish interinstitutional collaboration among five types of groups: (1) a university and two community colleges; (2) three county public school systems; (3) the teachers' associations of three counties; (4) community parents and citizens of three counties; and (5) college students involved in teacher preparation. This is done for the

expressed purpose of providing input into decisions made concerning inservice teacher education and staff development.[4] More than that, this Council is thought of as a model which will aid the efforts of others in their attempts to understand cooperative decision making groups throughout the state. Consistent with this aim the formal organization of the Council is made up of three representatives from each of the five role groups or "voices." The structure of the Council can best be shown schematically.[5]



Within the project as a whole, the Council is related to two other parts: a steering committee and the project staff. The steering committee consists of leaders from the three counties, their public school systems, professional (teacher) associations, as well as the university faculty and student body. The project staff is made up of a director, assistant director, manager, and a cadre of doctoral students from the college of education.[6]

Although the steering committee along with the staff was instrumental in

setting up the Council, the project staff is much more involved in interaction with the Council than the steering committee. Therefore, it will be of more concern to us.[7]

In many ways the staff is the heart of the project's operation. It is in charge of setting up all meetings, keeping Council members informed, arranging for the flow of money, interfacing the project with the university, and keeping the project funded through HEW in Washington. I am not about to describe the hours of work the staff puts in or the headaches or heartbreaks I have seen them live through, rather I will simply comment here that the health and well being of the project is accomplished through their efforts.

All has not been smooth sailing. One of the principal problems with regard to the staff's relationship to the Council centers around the concern of leadership. The assumption on the part of the staff has been that even though they (staff) would initially take a leadership position in the early stages of the Council's activities, over time the Council should become increasingly independent of the staff's direction. This was a goal set by the staff and frequently discussed in their meetings. The Council has failed to move significantly in this direction, a fact which has caused considerable concern among members of the staff. This has led to a certain amount of questioning among staff members about the general efficacy of collaboration as a process. Associated with this questioning, emotional expressions began to surface and tensions developed within the staff. What followed was a rite of intensification of sorts, or a

reaffirmation of faith, which saw each individual draw up a position paper which expressed the values held concerning collaboration. The tension then appeared to wane.

In short, the "problem" of leadership has its source in the staff's expectations of an independent Council and the fact that leadership of the Council is still firmly fixed with the staff.

In later sections of this paper which deal with communication networks and leadership as they are established through interaction, we can examine the problems associated with the Council's gradual establ shment of leadership. But here a comment can be made about the general relationships between the Council and staff which have aggravated this problem.

Part of the Council's failure to develop independent leadership is due to the nature of its activities and how they have changed over time. In earlier meetings of the Council the principal activities were discussion about the meaning of collaboration and planning for the future. After a mid-February retreat meeting where a "plan of action" was developed the Council's activities became more oriented toward the accomplishment of stated tasks. This shift from planning to acting required an increased reliance on the staff's ability to manipulate resources and the external connections of the staff. In effect, the Council looked to the staff for guidance in these new activities. This form of Council/staff relationship developed parallel to the contradictory wishes of the staff which envisioned a Council growing increasingly independent.

As the staff group was seeking to withdraw its direct involvement with the Council, it was drawn closer to it because of the changing nature of the Council's activities.[8]

The persistence of the patterns of interaction established in early meetings which fixed certain staff members in positions of leadership also hampered the development of an independent leadership within the Council. Indeed, these data are not to be overlooked, but an analysis of such data has had to wait for the stage to be set.

GENERALIZED ENVIRONMENT OF INTERACTION:

Before a more detailed analysis of the problems mentioned earlier, it would be advantageous to take a look at the generalized setting of group interaction and the typical sequencing of events which characterize meetings of the Council. Meetings of the group have been held in several different settings and the pattern for moving through agenda items (sequencing) has varied over time, yet an exploration of the similarities and regularities among these can reveal a basic description of the generalized environment within which the group's behavior has taken shape.

The Council has met in four different locations; each provided ample space for the members of the Council and attending staff members to arrange themselves around tables so that they face one another.[9] The circle arrangement which allows face-to-face contact among Council members seems to be

an important part of the general environment and is repeated on every occasion. An equally important and regularized use of space is the placement of the project director and his large newsprint pad at the front of the room. Like the circle, his placement and pad are a constant feature. Both of these become important in later discussions about communication networks and their relation to leadership.

Another patterned use of space which is linked to the normal sequencing of events is the division of the larger group into smaller groups of three or four. These smaller groups then form circles within the space provided. On two occasions when there was not enough available space in the meeting room these small groups dispersed into nearby empty rooms and offices. The formation of these small "buzz" groups is an important part of the Council's operation. Its importance can be measured by the fact that it is repeated at every meeting and on many occasions more than once during a single meeting. It is felt that forming such smaller groups allows individuals more time to communicate, more "air" time.

Most meetings start with the director going over the day's agenda which is mimeographed and passed out to each member. He then highlights the relevant developments in the external world (university, State Department of Education, State Legislature, or HEW) which generally deal with information about funding, the responses of other institutions to subjects discussed in previous Council meetings, or information which places the efforts of the

Council within a state or national framework. Once discussion of agenda topics begins the director controls the pace of discussion and its general direction through the process of summarizing points, putting them down on the newsprint pad, and announcing new topics. The tempo of the meeting is likewise controlled by the director through the pacing of agenda items, greaking the group into smaller units and announcements of coffee break or lunch hour.

In short, a characteristic sequence of events might be outlined as follows:

-Warm up time, members arrive, coffee, and chat;

-Introduction, agenda items discussed, full group;

-Information from director;

-Discussion of agenda items, reports from Council members;

-Break up into small groups;

-Reconstitute large group and discuss small group activities;

-Depending on the nature of the agenda, either break up into small groups again or continue discussion in large group;

-General summarizing activity;

-Adjourn.

It should be noted that the above is a schematic model of a meeting, one derived from the general features of all the meetings observed, but not a precise description of any one meeting. The variety of meeting formats might be important in another study, but here the patterned use of space and sequence, as it helps to describe general environmental conditions, is important in

providing a framework for further analysis.

Before leaving a consideration of the generalized environment of interaction a comment with regard to the tone of the Council's meetings in necessary. Most meetings are very businesslike. Although the informal style of the director adds to a casual atmosphere, the council members show general disdain toward flippant or glib comments. They express a basic "get to work" attitude and are uncomfortable about wasting time. That is to say, they are somewhat task-oriented. At times this may run contrary to the process orientation of the staff and some Council members. On some occasions, when attempts are made to get input from all members of the Council, the tempo of decision making begins to drag and some members begin to worry about "our progress" and "wasting time." I point this out simply to indicate that there are different attitudinal frameworks operating among the Council's membership. Most people would suspect as much from such a diverse group and recognize it, along with patterned use of time and space, as part of the generalized environment of interaction.

INTERACTION PATTERNS:

Among the members of the Council, patterns of interaction have developed. These patterns represent regularized exchanges of verbal behavior, sequencing of activity, and the use of space. Through constant observation the habitual expressions of these variables of activity, time, and space can be noted and

regularities will emerge into what can be observed as a pattern of interaction. Such a pattern can be thought of as the form, shape, or structure within which behavior occurs and takes shape. In effect, a description of the pattern of interaction among members of a collaborative group follows.

The distinction between observing form of pattern and observing content are indeed components of group behavior. However, their study requires different styles of research methodology. Content might best be accounted for through minutes and tape recordings of the Council's meetings, but for the purposes of this research the pattern and process of the group's activity was considered more important that the actual content of any one meeting or even the meetings as a whole.

This assumption, along with the types of questions it leads to, predisposes the researcher to certain types of data collection and particular frameworks of analysis, hence affecting the finding of his efforts. Such correlations, which are at once obvious, often go unattended. In short, the types of conclusions reached reached here are based on certain questions asked and methods used. Others may be possible.

This study uses event analysis as the basic method of observation and data collection.[10] This method can be traced back to the work of Chapple and Conn[11] and up through the work of Conrad Arensberg, Solon T. Kimball, and others.

At any given Council meeting each participant is assigned a letter designation. For every behavioral event of interest a description is noted which indicates who initiated the verbal hevahior and who received the communication. In this

system if person A directs a comment or question to person B, then the notation A/B is recorded. If the case is A addresses the group, then A/group is noted. As the meeting progresses the serial events can be described in the following manner:

A/B
A/group
D/A
A/D
etc.

This allows a count of how many times an individual initiates or receives verbal behavior, as well as provides an indication of the order of action -- who initiates to whom. Along with these types of data, a sample observation sheet would show time interval notations of approximately five minutes and a column for comments:

time	interaction	comments
9:00	A/B A/group D/A	A gives suggestions and responds to D's question.
9:05	A/D etc.	

This type of data collection was used when the Council was meeting as an assembled group. When the Council divided up into small "buzz" groups, it was no longer possible to keep this type of data.

Another source of data was the regular use of space by the group. At each meeting a map was drawn indicating the placement of personnel and objects in the room. When possible maps were also made during informal behavior

sequences. These types of data were valuable in determining the informal groupings among Council members and will be discussed more thoroughly later.

It is through these observation procedures that data were collected and analyzed and from them conclusions were drawn.

As in this case, when a groups principal activity is discussion, a communication network used within a group is to consider which individuals initiate and receive communication, in our case verbal behavior in the form of comments or questions. We can use the Council's January 28th meeting as an example (Table I, page 13). This data indicates that within a given meeting a relatively few number of people tend to dominate both initation and reception of verbal behavior. A rank ordering of the members according to the total initiation and reception of verbal behavior would clearly indicate this fact (Table II, page 14).

The gradient of activity rate is clear. Out of the total 139 events (initiation and reception) ninety are accounted for by five members; approximately 65% of the total activity. If we distinguish between initiation and reception, a similar pattern is found. Out of the ninety-one initiations of verbal behavior sixty (approximately 65%) come from five members. Likewise, thirty-six (approximately 75%) of the seventy-five receptions by individuals are accounted for by five members. The difference between the number of initiations (ninety-one) and the number of receptions (seventy-five) is a result of not counting initiations directed at the group as a whole as receptions by any one individual.

TABLE I: INITIATION AND RECEPTION - SAMPLE MEETING I

PERSONNEL	INITIATION	RECEPTION	TOTAL
Staff:			
A	23	12	35
B	0	0	0
C	4	5	9
College Reps:			
D	4	2	6
E	6	2	8
F	1	0	1
Teachers:			
G	-	-	-
H	1	0	1
J	6	0	6
Students:			
K	8	3	11
L	9	6	15
M	6	3	9
Citizens:			
N	3	1	4
O	-	-	-
P	2	8	10
School Dist.			
Q	-	-	-
R	4	1	5
S	14	5	19

TABLE II: A RANK ORDERING OF PERSONNEL ACCORDING TO TOTAL ACTIVITY RATE - SAMPLE MEETING I

PERSONNEL	TOTAL ACTIVITY
A (staff)	35
S (sch. dist.)	19
L (stdt.)	15
K (stdt.)	11
P (citz.)	10
C (staff)	9
M (stdt.)	9
E (coll. rep.)	8
D (coll. rep.)	6
J (tchr.)	6
R (sch. dist.)	5
N (citz.)	4
F (coll. rep.)	1
H (tchr.)	1
B (staff)	0
G (tchr.)	-
O (citz.)	-
Q (sch. dist.)	-

It should be remembered that this is simply one meeting and is used here to illustrate how data can be handled. To get a more complete picture of a communication network it is necessary to examine how patterns of communication develop over time.

For this research data were collected on twelve meetings, four of which were selected as a sample for this report.[12] The following data present the number of initiations and receptions for each individual during the sample meetings, as well as the total for those meetings (Table III, page 15).

We can see that individuals vary in their activity rate from meeting to meeting. Also, it is apparent that some members show a high activity rate across all four sample meetings. These people represent a center, so to speak, through which most communication flows. Table IV shows the correlation found in the rank ordering of initiation and reception rate along with a total activity count. This further supports the notion that the total activity within the communication network centers around a few people: those who are high in initiation tend to be high in reception.[13]

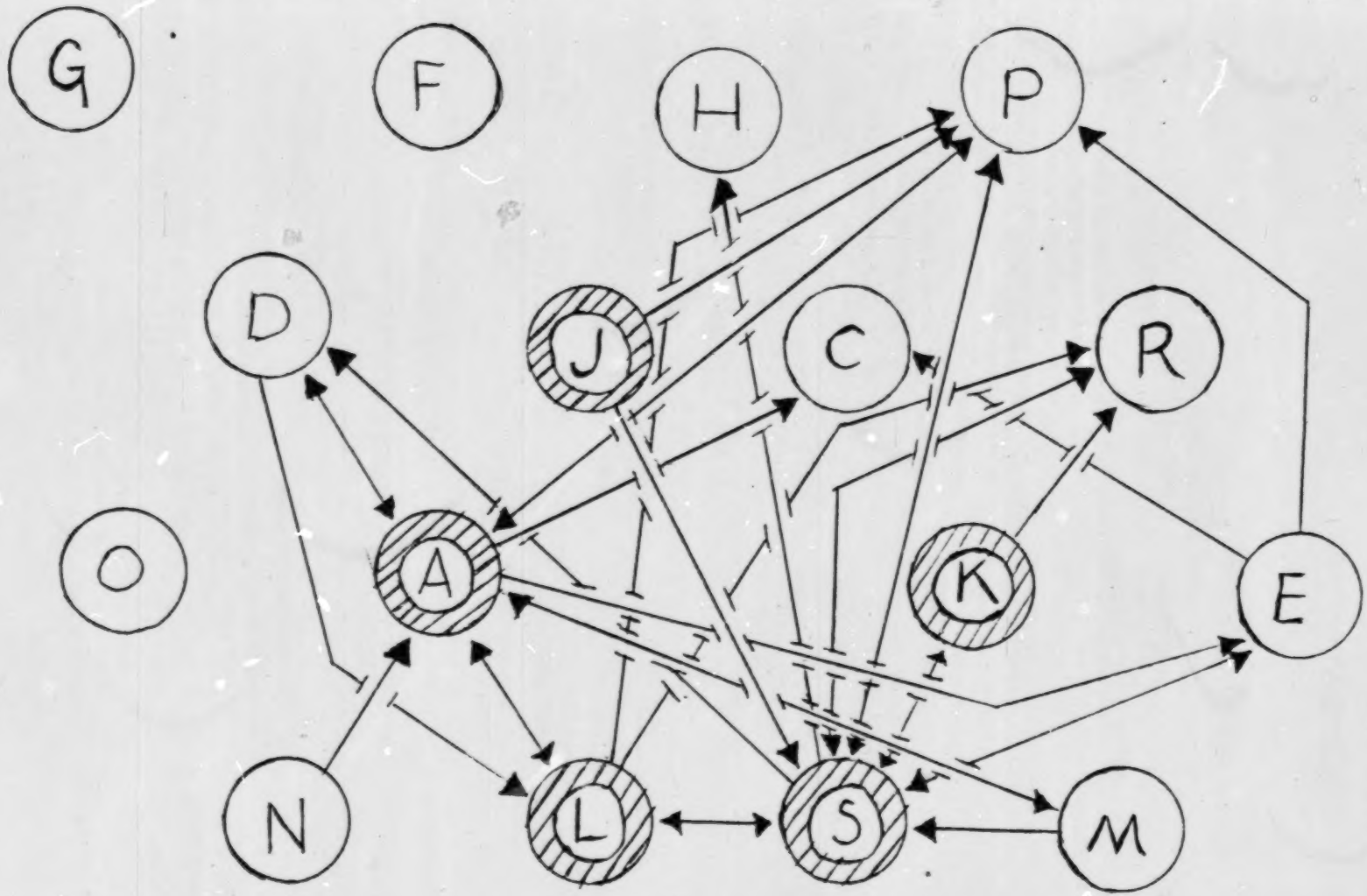
TABLE IV: A RANK ORDERING AND TOTAL ACTIVITY RATE FOR THE SAMPLE MEETINGS

PERSONNEL	RANK ORDER	TOTAL ACTIVITY
A (staff)	1- 1	202 (112-90)
L (stdt)	2- 2	66 (44-22)
J (tchr)	3- 3	59 (40-19)
S (sch. dist.)	4- 5	46 (35-11)
K (stdt.)	5- 6	36 (27- 9)
R (sch. dist.)	6- 7	26 (18- 8)
D (coll. rep.)	6- 8	25 (18- 7)
C (staff)	7- 9	19 (14- 5)
P (citz.)	11- 4	19 (7-12)
M (stdt.)	8-11	13 (10- 3)
H (tchr.)	9-10	13 (9- 4)
B (staff)	13-11	8 (5- 3)
T (staff)	12-12	7 (6- 1)
U (sch. dist.)	14-12	5 (4- 1)
F (coll. rep.)	14-13	4 (4- 0)
G (tchr.)	15-13	3 (3- 0)
O (citz.)	16-13	0 (0- 0)
Q (sch. dist.)	16-13	- ---

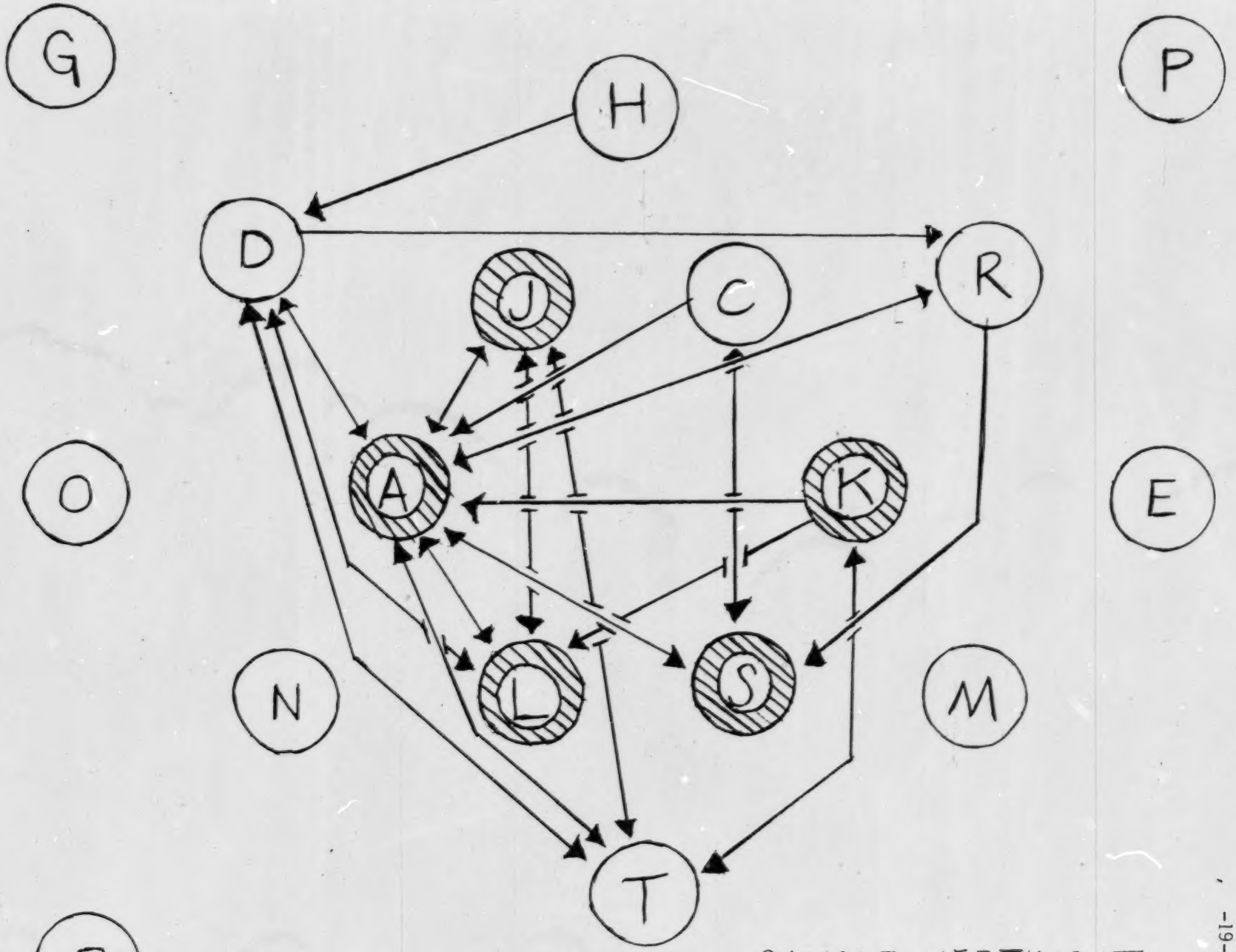
TABLE III: INITIATION AND RECEPTION IN FOUR SAMPLE MEETINGS

PERSONNEL	SAMPLE MEETINGS I	II	III	IV	TOTAL
Staff:					
A	23-12	22-14	39-51	28-13	112-90
B	0- 1	--	--	5- 2	5- 3
C	4- 2	5- 2	5- 1	0- 0	14- 5
T	0- 0	0- 0	6- 1	0- 0	6- 1
College Reps:					
D	4- 2	0- 0	14- 5	0- 0	18- 7
E	6- 2	0- 0	0- 0	3- 1	9- 3
F	1- 0	--	--	3- 0	4- 0
Teachers:					
G	0- 0	1- 0	0- 0	2- 0	3- 0
H	1- 0	3- 2	1- 0	4- 2	9- 4
J	6- 0	13- 9	13- 6	8- 4	40-19
Students:					
K	8- 3	4- 2	6- 2	9- 2	27- 9
L	9- 6	7- 3	19- 6	9- 7	44-22
M	6- 3	--	--	4- 0	10- 3
Citizens:					
N	3- 1	0- 0	0- 0	5- 3	8- 4
O	--	0- 0	0- 0	0- 0	0- 0
P	2- 8	0- 0	0- 0	5- 4	7-12
School Dist:					
Q	--	--	--	--	--
R	4- 1	0- 0	5- 4	9- 3	18- 8
U	--	--	--	4- 1	4- 1
S	14- 5	6- 2	11- 4	4- 0	35-11

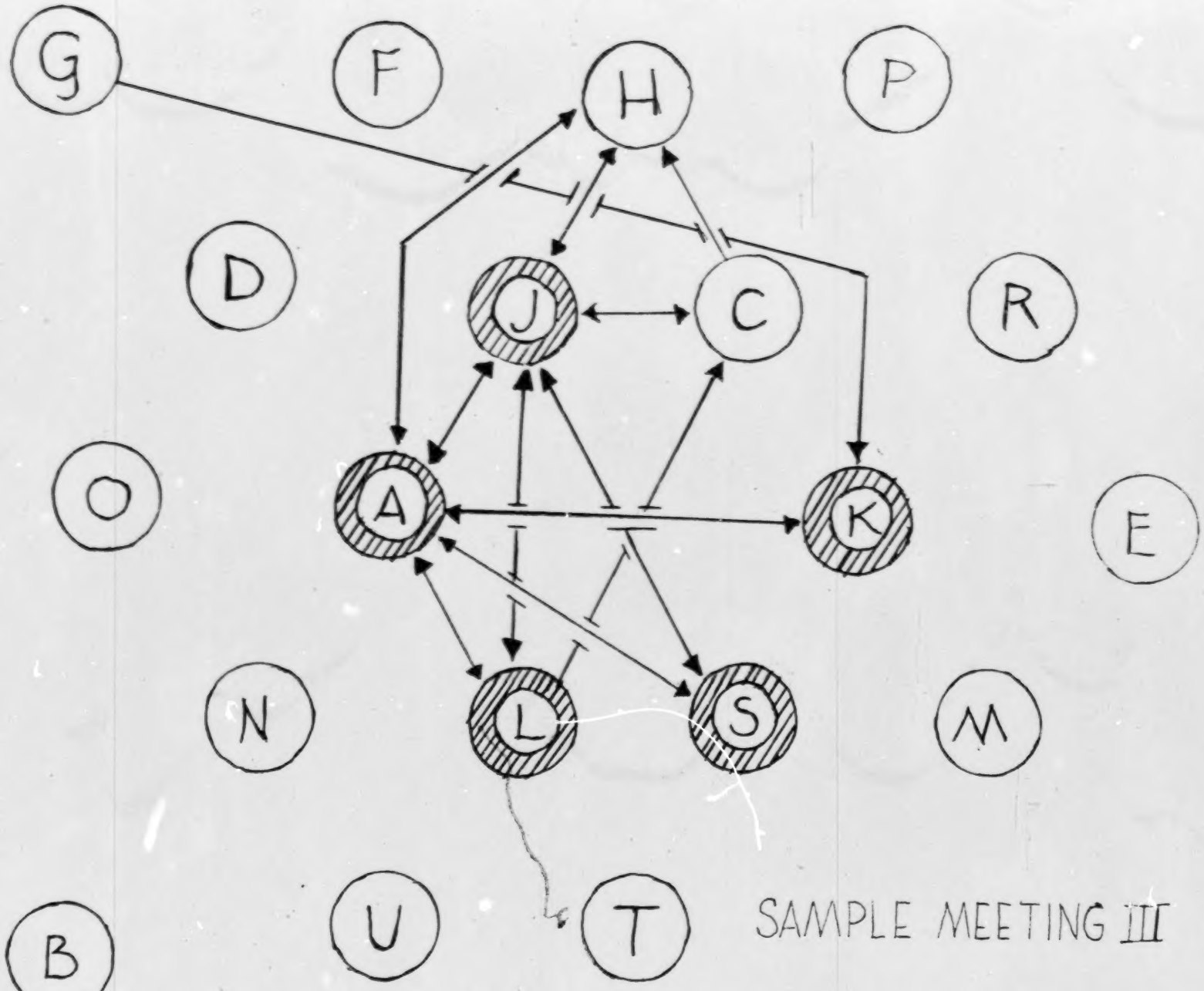
The difference in rate of participation is now clear, as are those members of the Council who tend to dominate verbal activities. Yet, the concern of direction -- who initiates to whom -- is left to explore. Approximately one half (169/339) of the verbal initiations during the four meetings sampled were directed to the group at large. The remaining initiations were directed to specific members in the group. These paired events, as contrasted to set events (communication directed to the group), can give us an indication of who initiates to whom. This can be done by graphically mapping out those communications among pairs of individuals (Figures I-IV, pages 18-21). In this display those communications directed to the group are not shown, rather this type of mapping shows a composite of pair interactions. Our sample of four meetings is used again.



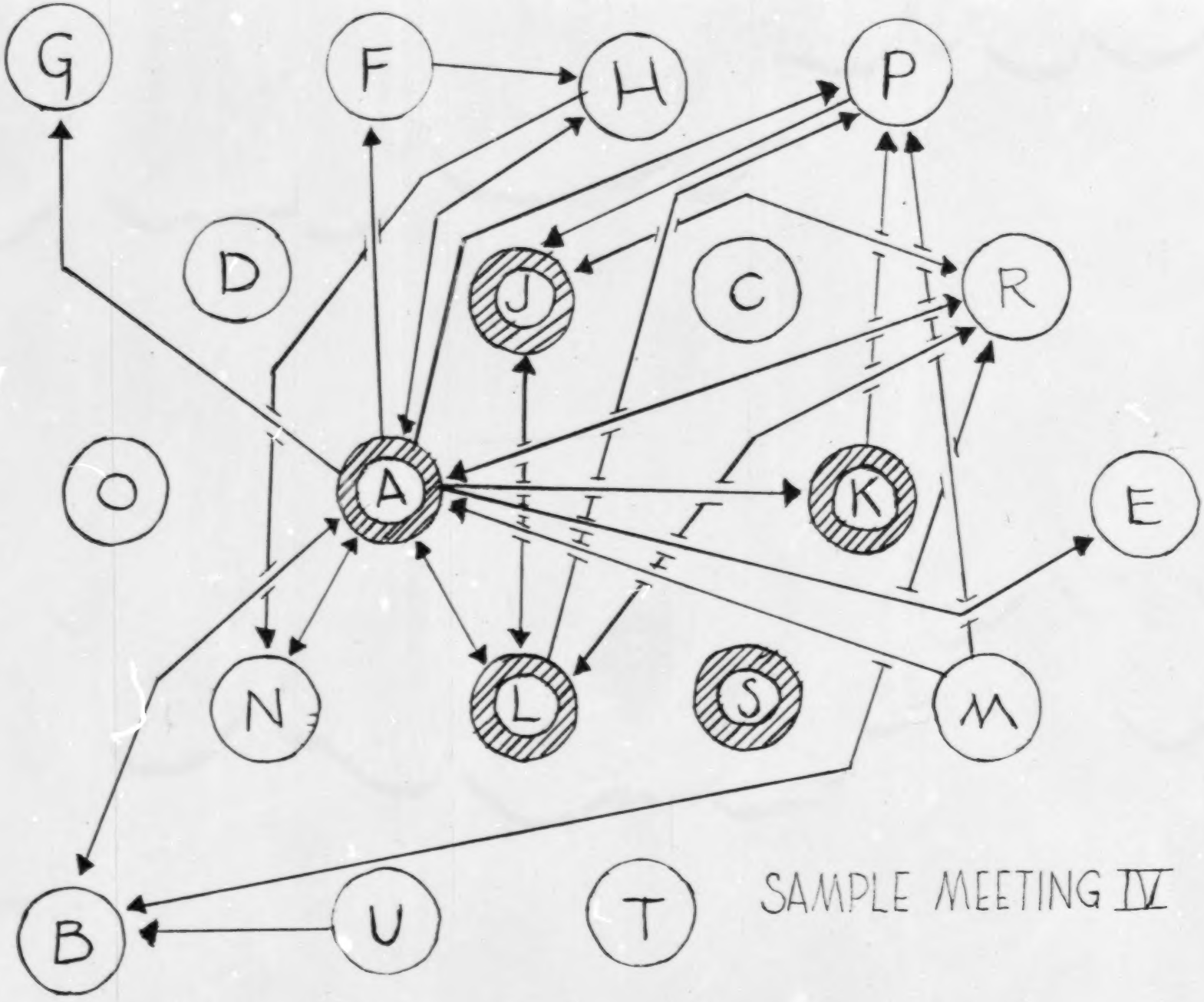
SAMPLE MEETING I



SAMPLE MEETING II



SAMPLE MEETING III



SAMPLE MEETING IV

One of the important things that these mappings point out is the nature of paired events in relation to those members of the Council with high activity rates. When the five most active members are identified on each map, we can see that most of the pairings involve one of these members. The following table gives the number of pairings for each sample meeting which do not include one of the five "stars."

TABLE V: PAIRINGS IN THE FOUR SAMPLE MEETINGS NOT ASSOCIATED WITH THE FIVE "STARS"

MEETING	UNASSOCIATED PAIRINGS
I	2 out of 21 pairings
II	3 out of 17 pairings
III	1 out of 12 pairings
IV	5 out of 21 pairings

In effect, these data clearly indicate that those members who dominate the overall activity rate are also responsible for most of the paired events. That is to say, the majority of communicative events pass through these five members.

LEADERSHIP:

If a strict behavioral approach is taken, the problem of identifying leadership

within the group is not a difficult one. It is easy enough to refer back to the observation sheets in order to determine who initiates and who responds. A start in this direction has already been made through our exploration of the patterns of interaction.

Taking this behavioral approach, leadership, as a characteristically high initiation and reception rate, is found in the project director, A. Next in line are three or four Council members who tend to take prominent roles in discussion and decision making as evidenced by their high activity rate and centrality in pairing behavior.

Other social researchers who deal with small group behavior describe leadership through certain leadership "traits" or "characteristics." In this study no such data was collected, rather the interest from the beginning was to explore how interaction became structured over time. Such a structuring, it is felt, reveals leadership.

However, other dimensions to leadership among this group can be added. George Homans in his book The Human Group points out the nature of external connections and the position of leader. In analyzing the work of W. F. Whyte, Homans suggests that a distinguishing feature of leadership in small groups is the leader's connections with the outside world; connections which bring information and resources into the group.[14]

As mentioned in an earlier part of this paper, the project staff, especially the director, serve such a function. To a large extent the Council relies

on these external connections for their very existence. The project exists within a rather complex network of agencies and depends on them for survival. Close contact is required with federal bureaucracies (especially HEW) and state agencies, such as the Department of Education, the State Legislature, several state wide committees, and other institutions of higher education. In addition to this, a network of local agencies are contacted regularly in order to arrange for meetings, contact members, and take care of expenses met by Council members. In short, there is a wide range of external connections which are used by the staff and its director.

There are, then, two easily identifiable factors which fix leadership of the Council in the hands of the project director: established patterns of interaction and external connections.

Even though the project staff may wish otherwise, there are certain hindrances to any change in these factors. It is probably impossible to change the staff's role as external connector. There are requirements of time, space, and resources which would act against the Council exercising control in this area. Moreover, even if the Council coulc gain some control over the content and sequencing of their meetings by direct regulation of agenda items, there is reason to doubt that established interaction patterns would change easily. The director and his newsprint pad have become focal points for the Council's comments and questions. It is through the director that the Council is drawn together as well as linked to the outside world.

Not only will there be problems associated with breaking old habits, additional concerns should be attended to. Leonard Berkowitz has done research on problems of leadership sharing in small decision making groups and found that group members react negatively to a member who tries to assume a leasership role. He states: "Over all groups in the present population (72 groups) and in several different situations, leadership sharing is associated with lessen group cohesion and lessened satisfaction with the conference."[15] What was found in these experiments was that group members tend to be dissatisfied when people other than the designated leader start behaving as leaders. Berkowitz suggests that this is due to the feeling on the part of the group that a member is "challenging the position of the chairman as the group's major behavioral leader."[16] What is suggested by his research, coupled with the assumption shared by Council members that each individual should have an equal voice in the affairs of the Council, would indicate that independent leadership within the Council will be difficult.

The Council and staff should be aware that changing patterns of interaction to increase independent leadership of the Council will be, at least, a delicate and troublesome operation.

INFORMAL GROUPING:

In conjunction with its more general interaction patterns, informal groups have formed within the Council. Those regularized and patterned associations

among individual members which tend to draw them together in interaction outside of the formal meeting environment account for the process of informal grouping. And those members who interact regularly apart from the formal setting make up these informal groups. The key types of data used in identifying informal groups deal with the arrangement of personnel within space and their sharing of activities.

To this end maps were made of each meeting and when time permitted for each behavioral sequence in which informal grouping could be observed. These maps were neither detailed nor drawn to scale, rather they simply indicated the relative spatial relations among members of the Council. For example, during coffee breaks or other unstructured times, if it was possible, the observer would sketch out a rough map showing how people distributed themselves in space.

Since most of these meetings allowed relatively small amounts of time for the expression of informal group behavior, one of the most detailed accounts of informal grouping was done during a retreat meeting. This meeting provided a variety of spare time activities which permitted the observation of informal group behavior. Such groups have persisted since that time.

During this two and one half day retreat, some prominent features of informal grouping were evident. The most easily observable and by far the most influential was the forming of groups according to sex. Such times as coffee breaks, lunch, and the cocktail hours provided clear evidence of

grouping among male/female lines. During coffee breaks and cocktail hours the men could be observed standing in clusters of three or four around the table or bar talking with one another about sports or recreational hobbies. Their female counterparts were seated on couches or chairs politely chatting about travels and other potentially shared experiences. The mixing of sex groups which did occur was brief and usually done by student members of the Council.

These informal groups carried over into meal-time, especially lunch where where members were allowed a more flexible schedule. Dinner was eaten as a total group, but the lunch groups for both days were largely sex grouped.

Furthermore, such groupings transferred to some extend into the interaction patterns of the Council. An examination of the seating arrangements of the Council meetings reveals female and male clusters around the meeting table; also the order of action within behavioral sequences among Council members during the retreat, as well as afterwards, suggests certain effects of male/female grouping. This shows up through "strings" of male initiations and receptions and then a few female questions or comments clumped together.

The reason for differential participation and informal grouping based on sex differences are far too complex to sort through at this time and indeed are beyond the scope of our effort here. Yet, we should take notice of their presence. They indicate to us that small group behavior occurs within larger social arrangements and structures which affect the workings of the group. The general established relations between male and female, along with those

peculiar to the educational field, cannot help but to bear on the activity of the Council. After all, they do not operate in isolation.

In tandem with informal grouping along male/female lines, some groups are formed around locality (members sharing the same county of residence) and common role group membership. In one case three females from one county make up an informal group. They arrive and depart together and stick close to one another during their use of free time. Another case involves two males of the same role group, student. During unstructured times they can be found together swapping stories or jokes. Like the three women, they share meals together as well as any recreational time. These sorts of informal groupings also affect the nature of seating arrangements and sequencing of verbal behavior. That is, members of these groups take seats together and tend to comment and question together.

Over time more informal groups may come into being. To the extent they keep people from interacting freely with one another, they may work to the detriment of the group. However, they might also be used as "natural" discussion groups.

CONCLUDING COMMENTS:

It has been my intention to describe the structures and processes I have observed operating within the Collaboration Model Council. The communication

network, leadership, and informal groupings -- all forms of interaction patterns -- were chosen as points of focus because it was felt that data pertaining to them would be instructive as well as useful to others who are attempting to understand and work with similar groups.

I hope the lack of direct comment in earlier sections has not resulted in an unintentional understatement of the importance of these structures and patterns. It is through them that behavior is regularized and made predictable. Individual Council members don't carry around in their heads tables and maps like the ones used here to describe pattern and structure. However, they do build up expectations and teach themselves how to fit into the operation of the Council. Therefore, pattern and process are important to them in a more immediate way.

Some suggestions for further observations will be made before two general comments on collaboration. In the future more attention should be paid to how and why individual members are added and dropped. Leadership within the Council should be watched closely and different leadership functions may be specified. Informal grouping should be detailed and its effects on the Council's operation should be noted. And a careful eye should be trained on how process and structure change over time and in relation to the changing nature of the Council's activities.

I have a final recommendation and expression of concern. Council members come to the meeting table from varying social class and subcultural backgrounds.

Their histories have established within them behaviors and attitudes. They come to the collaborative process experienced people. The assumptions which lie beneath the collaborative process also carry with them certain behaviors and attitudes that are judged to be appropriate. However, the form and content of cooperative decision-making desirable in collaboration is far from universal. Brainstorming, "laying your cards on the table," prioritizing, and "this-is-what-I-hear-you-saying" routines may be familiar aspects of a middle-management repertoire, but they are not familiar parts of many peoples' lives. It would be advisable to offer training in these behavioral and attitudinal skills to Council members who are not used to them. Not to do so may unavoidably stack the deck in favor of those individuals or groups who already possess them.

Collaboration also assumes the efficacy of bringing together in a cooperative forum representatives from various groups in order to make decisions which affect those groups. Such an assumption takes for granted rationality as a basis for group consensus. There is a neglect from this point of view of a conflict interpretation of small group behavior. In view of the evidence of this century such a cooperative point of view may seem simplistic. Yet it is hope, and man's stubbornness to put his hopes to the test, that keeps the human spirit alive. And upon its death, even the scientist is a loser.

FOOTNOTES

1. The literature on small group behavior is indeed vast. For instance, see the bibliographies in Small Group Research: A Synthesis and Critique of the Field, edited by Joseph E. McGrath and Irwin Altman , (New York: Rinehart and Winston, 1966) with 2,699 bibliographic entries and Handbook of Small Group Research by Paul Hare, (New York: The Free Press, 1962) with 1,385 entries. For the purposes of this paper, research was used which was relevant to the identified areas of concern and generally came from the anthropological, sociological, and social-psychological perspectives.

2. For a more complete account of this concept see "Research and Concept Formation in Community Study", in Culture and Community by Conrad M. Arensburg and Solon T. Kimball, (Gloucester, Mass.: Peter Smith, 1972) pp. 48-73.

3. For a look into what is happening in collaborative efforts elsewhere see Appendix : A Representative Bibliography of Books, Articles and Monographs on Collaboration.

4. "The University of Florida's Model of Collaboration: An Experience in Working Together" (A brochure published as a public document by the University of Florida.

5. The individual members of the Council were chosen before my term as an observer and I have little information pertaining to the selection procedure used.

6. "The University of Florida's Model of Collaboration: An Experience in Working Together."

7. The steering committee has only met one time with the Council since I have been an observer (January 28, 1974) and expressed a favorable reaction to the group's progress. They are largely without noticeable effect on the Council.

8. M. W. Horowitz and H. V. Perlmutter, "The Discussion Group and Democratic Behavior" Journal of Social Psychology, Vol.41, 1955, pp. 231-246, offers evidence that has further implications for this line of argument. They point out that when the nature of the group's activities is free discussion among peers an equal chance for participation to all group members is effective. However, they also note that when the nature of the group's activities requires successful completion of tasks, a higher rate of participation by the more skillful members along with a hierarchy of power and influence will more than likely develop. In the case of the Council, the project staff serves this function.

9. An interesting note on general personnel arrangement is that when space is available staff members, except the director, do not sit with the council but sit out to the side, apart from the circle of council members.

10. Elliot Chapple and Carleton Coon, Principles of Anthropology (New York: Henry Holt and Co., 1942). See especially chapters 2-4.

11. The specific style of notetaking is similar to the one described in Conrad Arensberg, "Culture as Behavior: Structure and Emergence", Annual Review of Anthropology, vol. 1, 1972, pp. 1-26, see section on minimal sequencing pp. 16-19. It should be noted that Robert Bales offers an alternative method of data collection and interpretation in Interaction Process Analysis: A Method for the Study of Small Groups (Reading, Mass.: Addison-Wesley, 1950).

12. Meetings held during the retreat which were separated by other activities were counted as separate meetings.

13. This correlation of initiation and reception rate supports R.F. Bales' hypothesis that high initiators are also high receptors. Robert F. Bales et al., "Channels of Communication in Small Groups", American Sociological Review, vol. 26, Aug. 1951, pp. 461-468.

14. Goerge C. Homans, The Human Group, (New York: Harcourt Brace, 1950) chapters on leadership.

15. Leonard Berkowitz, "Sharing Leadership in Small Decision-Making Groups" in A. Paul Hare, Edgar F. Borgatta, Robert F. Bales (eds.) Small Groups: Studies in Social Interaction (New York: Alfred A. Knopf, 1965), pp. 683.

16. Ibid.

APPENDIX

A REPRESENTATIVE BIBLIOGRAPHY OF BOOKS, ARTICLES AND MONOGRAPHS ON COLLABORATION

Clothier, Grant, and Lawson, James H. "Innovation in Inner-City, A Report on a Cooperative Teacher Education Program." Kansas City, Missouri: Mid-Continent Regional Educational Laboratory, March, 1969 (ED 032 255)

This monograph contains an analytical description of the Cooperative Urban Teacher Education Program (CUTE) in Kansas City. An effort is made to state clearly the underlying assumptions which determined procedures, some of the major issues which were successfully resolved, perceptions of representatives from participating institutions, and guidelines for institutions interested in adopting cooperative programs.

Ertell, Merton W. Interinstitutional Cooperation in Higher Education: A Study of Experiences with Reference to New York State. Albany: The University of the State of New York, The State Education Department, 1957.

This study discusses the nature and extent of cooperative arrangements at that time in New York, problems inherent in cooperation and underlying conditions which will enable collaborative efforts to work.

Grupe, Fritz. "Toward Realism in Initiating Collegiate Cooperative Centers." Chicago: Loyola University, March 1, 1970. (ED 039 838)

In this study the author discusses (1) the difference between "cooperation" as an abstraction and "cooperation" as a practical entity, (2) the unrealistic expectations which may lead to furstrations in initating consortia, (3) the early "search for identity" of most new consortia, (4) the difficulties in some consortia for drawing up long range plans, and (5) the lack of buarantees of financial support for all consortia.

Grupe, Fritz. "Founding Consortia: Idea and Reality." Journal of Higher Education 42 (Dec. 1971) pp. 747-762.

This is an excellent and informative article in which the author discusses some of the difficulties in organizing cooperative programs. He also presents his interpretations of the limitations and constraints circumscribing the freedom with which any consortium can act.

Lancaster, Richard. "Conflict in Interinstitutional Cooperation." Chicago: Loyola University, March 1, 1970. (ED 039 839)

This study includes a discussion of the conflicts which arise between organizations as interdependency increases and a discussion of problems in cooperation related to the central office, resources, heterogeneity of member institutions and administrative procedures and management.

Markus, Frank W. "Partners for Educational Progress (PEP), An Analysis of Cooperation -- Importance, Status, Principles, Examples and Action Programs." Kansas City, Missouri: Metropolitan School Study Group. Mid-Continent Regional Educational Lab. Oct., 1967. (ED 015 541)

This study includes four essays reflecting the thinking and recommendations of four partners in the Kansas City Metropolitan School Study Group Conference of 1966. Themes deal with the role of education in increasing interdependence of social institutions, methods for gaining and maintaining cooperation between aut onomous organizations, and proposals for changing cooperative relationships into action proposals. Highlights of cooperative educational projects are within.

Olson, Hans C. "School-College Relationships in Preparing School Personnel." Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. (ED 048 124)

In this study the author analysis the current situation of school-college relationships in preparing school personnel and suggests future developments. In examining the rationale for cooperation and partnerships he describes the five most common types of cooperative ventures and discusses four probable future developments.

Smith, E. Brooks, et al. Partnership in Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, Association for Student Teaching (Joint Publication). 1968. (ED 022 726).

This is an extensive book which includes sections on: (1) emerging partnerships: descriptions, analyses and issues, (2) emerging administrative and regulatory procedures, (3) developments in collaborative enterprises, (4) foundations for partnerships, (5) innovative procedures and practices in supervision, and (6) a look at the future.